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ABSTRACT

This organizational kit is intended to help high school clubs associated with the Council for Exceptional Children (CEC) get started in their mission of introducing students to careers in special education. Topics discussed include: getting started, association with CEC, setting goals for the high school club, CEC's belief statements, suggested activities and fundraising ideas, introducing students to careers in special education, club officer positions and job descriptions, club application and membership roster form, filling out the sample constitution and bylaws. Also included are a list of available resources from CEC, a reading list (17 items), and suggestions for what to do when meeting someone with a disability. (DB)

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Introducing Special Education as a Career

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ORGANIZATIONAL KIT FOR:

HIGH SCHOOL CLUBS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

1992

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589

1-800-8456-CEC

EC 301647

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THE COUNCIL FOR EXCEPTIONAL CHILDREN

DEAR CEC MEMBER:

We are excited about your interest in forming a CEC high school club! We believe that organizing a high school club in your area can provide an excellent volunteer experience to foster concern for and acceptance of individuals with exceptionalities. It can also be the recruitment avenue needed to insure quality special educators for the future!

High school students who are currently involved in CEC clubs have the following comments to share.

My social life is important, Lisa says, *but now is the time I have to dedicate to special education. I can go to the movies anytime. What I do is really rewarding. I wouldn't give it up for anything.*

After sponsoring a field events day with families, Tom says, *It's to make the community aware of the fact that there are people who have different needs and that people with different needs can accomplish many things.*

I have been truly inspired by all their capabilities.

The easiest and best way to gain a better understanding and acceptance for individuals with special needs is through volunteering and getting involved. Good luck with your efforts in organizing a CEC Club!

Sincerely,

Sheila Ficker

Sheila Ficker
Coordinator of Student Activities
Member and Unit Services

1920 ASSOCIATION DRIVE

RESTON, VIRGINIA 22091 (703) 620-3660 FAX: (703) 264-9494

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GETTING STARTED

Before you get started, be sure that you have the sponsorship of a local CEC chapter or the state/provincial federation. CEC high school clubs must be sponsored by a CEC unit. If you need assistance with this first step, please call CEC Headquarters at 1-800-8456-CEC.

1. **Seek approval of school administration.** Since the greatest impact of the program is aimed at the needs of exceptional children, make sure you have the approval and support of the director of special education and the special education teacher. Next, secure the permission of each building principal from which you plan to have students involved.* A firm commitment promises future support. It may also be helpful to ask for approval of your procedures in selecting activities and perhaps in selecting student volunteers. It is important that these teen volunteers have the desire to make a positive difference in the quality of education for students with disabilities. Be careful that the activities are flexible and broad enough so they do not discourage participation. Do you need to go through any specific school requirements to be a recognized club? (Project Support, 1990)

2. **Identify a Club Advisor and Sponsoring Team.** Every high school club must have a club advisor, but the sponsorship need not rest on the shoulders of one person. The ideal situation is one in which a high school special education teacher, guidance counselor or special education supervisor who is a member of CEC teams up with the individual who wishes to serve as the advisor. This type of team can establish a sense of "ownership" that will create a solid foundation. (Project Support, 1990). Having a team to work with will allow the advisor to be more resourceful and will give the students a sense of camaraderie. (See Club Officer Positions for the Advisor's Role)

3. **Develop a proposed set of goals and suggested activities.** Before you can begin recruiting high school students, you will need a list of goals and suggested activities to attract student members to this service oriented club. (See the section on Setting Goals - CEC's Belief Statement; and see step #4 to start that list of resources.)

4. **Know your local resources and special education contacts.** Do you know all of the various special education classes in your community? Do you know of specific needs such as promoting a greater awareness of the abilities of persons with disabilities, equipment needs in the classrooms, help in tutoring, respite care services? Are there places that would allow sight visits or field trips? Some states/provinces have Special Education Regional Resource Centers. They may be of assistance to your club. Make it FUN and educational! (See section on Suggested Activities for additional ideas.)

5. **Recruit a minimum of ten high school students.** To qualify as a student club, there must be at least 10 members. Members can be special need students themselves or others interested in working with individuals with exceptionalities. Membership dues are $1 per student. If you wish to charge a local fee to cover beginning expenses, that is up to your discretion. Perhaps the local CEC chapter sponsoring your club will donate "seed money" to get started! Beginning expenses could include funds for postage, transportation, refreshments for meetings, etc.

   A. **Here are some recruitment suggestions to get you started:**

   - Ask the local sponsoring CEC chapter and the advisor to introduce the club during an Activities Fair, Freshman Orientation, morning or home room time, etc.

   - Ask the local CEC chapter to sponsor a picnic, fair, sporting event or some interactive event with families and students with disabilities. Invite the high school students to attend or ask for volunteers to help with the event. This one time volunteer activity may be your key for recruitment.

- Ask other regular education teachers to recommend students who may be interested.
- Speak to the PTA/PTO group.
- Invite a local special education teacher to speak to the high school students about his/her rewarding job in special education and how high school volunteers can enhance a special education program.
- Discuss the purpose of getting high school students involved with individuals with exceptionalities, share some of the positive changes they could make in their school, community, and their own family life.
- Explain that the activities of this club can enhance other student clubs and organizations by increasing their awareness of individuals with special needs.

B. **Information for you to know:**

- There are approximately 35 CEC High School Clubs across the country that are sponsoring activities and providing disability awareness in their communities.
- According to a survey conducted for INDEPENDENT SECTOR by Gallup Organization in 1989, more than half of our teenage population (58%) are volunteering an average of 3.9 hours a week and 74% of them are more likely to get involved in the area of education.
- The survey also points to schools and churches as the primary areas that get teenagers involved in voluntary activities.

C. **Develop a name for your CEC Club:**

- Feel free to allow the students to brainstorm a name for the club. They should be aware of what "CEC" stands for and the purpose of the organization. By allowing them to design a name for their club, they will gain ownership and become more committed. Here are just a few names that have already been developed:
  - W.H.O. - We Help Others
  - PALSS - People Accepting and Leading Special Students
  - CEC Career Club

6. **Elect officers**. Every club needs leadership and we have provided you with a list of officer positions and responsibilities. The process of election or appointment is up to each club but be sure to see the enclosed sample constitution and by-laws for a suggested method of balloting.

7. **Become a recognized CEC club--fill out the application form.** The application is rather self explanatory. Four student officers should be listed along with the signature of the advisor and sponsoring CEC unit. Please send $1 for each high school club member. Each student will receive a welcome letter from the CEC Executive Director and a high school club membership card. The club president will receive four issues of TEACHING Exceptional Children and two issues of the student newspaper, STEPS.

   Clubs will also be matched with another CEC Club for a pen-pal exchange, if they are interested.

   Club presidents will be requested to fill out an annual report form.

   Renewals for the club can be made annually by sending in a new roster of members, a slate of officers, and the $1 dues for each member.

8. **Involve parents and families.** Be sure that parents both of the CEC club members and of the individuals with special needs are invited to appropriate functions and made aware of all the activities. Family involvement is very important in any child's education, volunteer work, and extracurricular activities.

9. **Explore recording community service hours on report cards and transcripts.** Allowing students to receive credit or at least be recognized for the many service hours they volunteer will greatly enhance your program. Have students keep logs of their activities and have them initialed by the sponsor. Some schools have allowed a quarter credit as an elective or independent study.

10. **Evaluate at the end of year.** Be sure that you and your students evaluate the year. How did they feel about the sponsored activities? What types of attitudes and preconceived notions were altered? How many of the graduating seniors are considering a career in special education or a related area? What kind of activities should be considered for the future? This evaluation can help improve next year's program.

- High School Clubs can be organized within a county, including a number of different schools. This may be an approach to recruiting the minimum number of members and allowing for more interaction and sharing of ideas. This option is up to you and your sponsoring team.

ASSOCIATE WITH THE COUNCIL FOR EXCEPTIONAL CHILDREN

The Council for Exceptional Children is the largest international organization that serves both the needs of students with disabilities and those who are gifted and talented. CEC has approximately 53,000 members and over 10,000 of these are college students who have a chosen a career in special education.

CEC provides the latest information in the field of special education, is a well recognized advocate for students with special needs, and is involved in recruitment and retention in the field of special education. Of course this is not all that CEC has to offer, but these are three areas where CEC can enhance high school clubs.

Latest information in special education: Through TEACHING Exceptional Children and STEPS, high school students can find out some of the activities that are being sponsored on college campuses, what first year teachers are saying about their experiences in the classroom, what other high school CEC clubs are doing, and how they can help make changes such as accessibility accommodations within their school.

Advocacy for students with special needs. Through the one-on-one experiences students will have with special individuals, they will experience others' abilities, similarities, and the importance of acceptance and inclusion. They will also feel more confident when promoting disability awareness to their peers. CEC has developed a handbook titled "How to Conduct an Exceptional Children's Week in Your Community." Many high school clubs have used this as a resource for disability awareness activities, and to access other resources such as films and books about individuals with exceptionalities.

Recruitment and retention in the field of special education. As you may know from your own involvement with special education, volunteering and hands on experience is important. CEC is jointly involved with NASDSE, National Association of State Directors in Special Education, through the Clearinghouse on Professions in Special Education. This clearinghouse has developed a number of resource sheets on various aspects of special education, along with resources in financial assistance, university training programs, and volunteer experiences. If the students wish to stay involved in CEC as they enter college, there are approximately 370 college and university CEC chapters. They do not have to be preparing for a special education career to join Student CEC.

Affiliating with an international organization will give your club validity. There will be many other local and state/provincial level programs with similar activities. By becoming involved with CEC and setting professional goals and objectives, people will begin to understand the value of a club and the benefits offered to student members. Your CEC Club will also have the opportunity to be included in CEC state/provincial-sponsored programs.

SETTING GOALS FOR YOUR HIGH SCHOOL CLUB

Setting goals and objectives helps us have a clearer view of what we wish to accomplish. Goals also help set standards to meet.

The purpose of the club shall be to promote future leaders in the education of exceptional children and youth. It shall further be the purpose of this organization to promote programs designed to inform students of special education and to encourage them to give service to exceptional children and youth with the possible result of becoming a part of the profession of special education in the future.

If you have a "proposed" set of goals for the student members to react to, they can set their own goals by using your guidelines. Be sure that these goals include group and individual responsibilities.

Here are a few goals that can be included in your draft:

* To foster greater understanding, respect and acceptance of individuals with exceptionalities.
* To open new avenues of communication and friendship among their school peers.
* To include special education students within existing school programs.
* To help students with exceptionalities improve their self-esteem.
* To provide a learning environment to enhance leadership and organizational skills.
* To provide a network of support for students with exceptionalities making the transition from school to the community and work force.
* To create an opportunity for members to explore potential careers in special education, adapted physical education, occupational therapy, or other related fields.

Our Beliefs

We Believe . . . in advocating for the advancement of the education of individuals with exceptionalities.

all individuals have the right to an education.

all individuals have the ability to learn and attain self-fulfillment.

We Believe . . . in equitable access to and meaningful participation in quality educational opportunities for individuals with exceptionalities.

in the development of preventative programs and services for children deemed to be at risk.

in the opportunity for lifelong education for all individuals with exceptionalities.

We Believe . . . full participation of individuals with exceptionalities enriches all communities.

education is a collaborative effort among learners, educators, families, communities, governments, businesses, and industries.

CEC is THE professional organization of and for all special education professionals.

We Believe . . . qualified professionals are essential to meeting the diverse educational needs of individuals with exceptionalities.

all special education professionals have a continuing responsibility to improve their practice.

CEC has responsibility to assist special education professionals in improving their practice.

We Believe . . . special education professionals have knowledge and skills to share with educational and other professionals to meet the diverse learning needs of individuals with exceptionalities.

special education professionals should practice in a manner consistent with CEC's *Code of Ethics* and *Standards of Professional Practice*.

special education professionals have a responsibility to collaborate with other professionals who work with individuals with exceptionalities to improve the delivery of instruction.

We Believe . . . governments have a responsibility to assure the provision of a free and appropriate education for all individuals with exceptionalities.

CEC is committed to an international orientation to all of its professional activities.

We Believe . . . CEC shapes the future of education by fulfilling its mission.

SUGGESTED ACTIVITIES

When planning for the year, be sure to consider the following:

- What are your available resources in the community?
- How much time and preparation is involved in each activity?
- How can you utilize specific skills and talents of your members?
- Is there a way to involve parents and families in activities?
- Have you been realistic in your expectations?
- Does each activity support your goals?

Here are some suggested activities:

Buddy Systems: Designing a buddy system can be approached in a number of different ways. You can assign each club member to one or two "buddies" of similar age or assign them with an elementary special education student. Whatever age group you decide to work with, here are some fun activities to do together:

- Go shopping, attend a school sporting event or play; celebrate one another's birthdays; go bowling or to a movie; or double date for the prom! Help your buddy pick out a prom dress or tuxedo. Decide on where you'll take your dates for dinner and be sure to purchase corsages. Ladies, help one another with hair, nails, and proper shoes for the dress.

Disability Awareness or Exceptional Children's Week: Many clubs have planned a week of activities that involve sporting events, family fun days, simulation activities, art displays, and public outreach. Other activities can include poster campaigns, newsletters, and viewing of educational films. Request CEC's handbook on Conducting an Exceptional Children's Week for additional ideas.

Tutoring or Cadet Teaching - This activity requires much planning, inservice preparation, and scheduling, but is one of the most rewarding and popular activities. Check with special education personnel to find out the need for tutors, the prerequisite skills that each teacher requires, and the schedule of their classes. Training on special education terminology, multidisciplinary approaches, and behavioral expectations of the tutors are all areas that should be explored.

The Ohio CEC Project Support has developed a week of summer training to enhance their high school volunteer program. This full week of training includes disability awareness, behavior management techniques, and child/teacher support techniques. It is open to freshmen, sophomores, and juniors. Information can be obtained through the Coordinator of Student Activities at CEC Headquarters.

Field Trips: Plan educational visits to group homes, separate school facilities, state/provincial Special Olympics games, physical education classes, occupational therapy rooms, or a university or college with a special education program. What are the interests of the members? Before taking them off campus, explore liability and have students fill out medical release forms. Know students' health insurance, phone #s, etc.

Respite Care or Sitting Services: Being able to stay with an exceptional child is a great service to parents. Be sure to hold several training sessions to ensure that your members feel comfortable serving as caregivers and being responsible. Make sure you survey the parents' needs and expectations before training your student members. The parents may come up with a list that is different from your own.

Check with the Department of Social Services or the Mental Health Centers to see if they currently provide respite care training.

Sponsoring a Family: Many CEC clubs have selected a family who has a member with a disability. They have provided Thanksgiving dinners, Holiday gifts, or equipment to assist a person with a physical disability.

Educational Speakers and Presentations: Ask the student members to screen or view potential speakers who could present to the student assembly. Some suggestions are: Kids on the Block puppet show and speakers who have a disability. If you have Career Days, invite a past graduate who is enrolled in a university special education program to return to the high school for a presentation on his/her feelings about their chosen career.

Established School and Community Activities: Do other clubs participate in Homecoming, Pep Rallies, Club Fairs, etc.? Club members will want to be a part of all school activities so use your creative skills and design a homecoming float, sell items at the pep rally and sporting events, and have a booth highlighting the club's activities. The Niles North Club in Illinois has been successful with their "kick-off" event of a Field Day. This Field Day consists of relay events involving the families, face painting, a petting zoo, autographing by local celebrities, T-shirts, ribbons (everyone comes in 1st, 2nd, or 3rd), and of course food, food, and more food. Community activities can include Walk-A-Thons, Special Olympics, Very Special Arts, United Way phoning, etc.

Plan a Dance: Almost everyone likes to dance! If you can find a location and a D.J. who will donate his/her time, what about a dance for a local group home? Many of these residents don't have planned activities and would love to get dressed up. A school gym or church recreation room would be just fine. High School special education students have limited choices of people to date. Organize a dance including students from 5 or more high schools (also another way to get other high school clubs started).

Scholarship or Award Programs: If your fundraisers are successful or your club can receive funding from another source, scholarships are a great incentive. Scholarships can be awarded to members entering a career in special education, to students with disabilities who wish to attend a summer camp they can't afford, or to attend some vocational training for a future job in the community.

Accessibility advocacy: Many school buildings may already have accessible restrooms, parking places, and entrances. But how many of you have noticed the accessibility into your gymnasium, football stadium, backstage for theatre productions, or swimming area? If there are students who are visually or hearing impaired, does your library offer braille or is there a written message offered in place of the intercom messages? You can also extend this into the community by looking at the accessibility of parks and recreational areas, restaurants, theaters, etc. Recognize and honor those local parks and businesses that meet the accessibility requirements.

Contact the director of special education to find out the proper equipment needed, standards used, etc. Then contact your building principal with a proposal on how improvements could be made, why they need to be made, and how your club would be willing to assist.

Participate in local CEC chapter activities: High school students could benefit from a number of CEC chapter activities, speakers, or visiting special education classrooms or programs, etc. As a special education professional, CEC members can serve as positive mentors and role models. Many high school students have served as session hosts at conferences, babysat for children at conferences and developed lessons and activities, and helped with the display of artwork.

Fundraising: Having funds available can enhance your program. Here are a few suggested ideas:

- Car washes
- "A-thons": dance, walk, bowl, run, rock, etc.
- Selling of candy, soft drinks, donuts, ghost balloons, carnations, etc., at school events
- Bake sales, T-shirt sales, Tupperware sales
- Spaghetti dinner, pancake breakfast, chili cook-off (a contest of who makes the best chili and then sell bowls of all different types)
- Casino night
- Pet contest
- Gong show
- Tennis or bowling tournaments
- Art contest among your students; use this art for printing cards, calendars, posters, etc. See if a local printing company will donate the printing

HIGH SCHOOL CLUBS--
A WAY TO INTRODUCE STUDENTS TO CAREERS IN SPECIAL EDUCATION

Over four and a half million children with disabilities from birth to twenty-one years of age are currently receiving special education, related services, and early intervention. It is projected that the numbers will continue to grow over the next decade.

While the number of children needing special education services has grown over the past two decades, the number of qualified special education professionals and related service providers has not kept pace. For example, the U.S. Department of Education has reported that in the 1988-89 school year, there was a shortage of almost 30,000 special education teachers. Projections suggest that the shortages will continue to increase.

In the Spring of 1989, The Council for Exceptional Children asked a selected group of student leaders why they chose special education as their profession and what ideas they had for recruiting people into the field. Here is a sample of what they shared:

Reasons for choosing special education as a career:
- Want to help kids
- Had experience or exposure to individuals with disabilities
- Challenge to teach special education

Where did they have exposure to special education?
- Volunteer experience in working with individuals with exceptionalities
- College instructor/individual working in special education
- Family

What kind of information is most helpful in recruiting more high caliber people into special education?
- Educate the public about diverse groups and the need for teachers
- Offer financial aid, higher salaries

What do you think is the most important message to share with someone considering special education?
- The rewards of working with individuals with exceptionalities
- You can make a difference in the lives of children

What are the best ways to reach people with information about special education?
- High school counselors and junior high schools
- Announcements on radio and TV
- Pamphlets

What information would have helped you in choosing a special education career?
- Hearing more about the profession in high school
- More exposure to individuals with exceptionalities

CEC High School Clubs are a direct link to the recruitment of future special educators. Many current special education professionals will attest that their interest in special education peaked during a volunteer experience in working with exceptional children.

Here are a few suggestions for the advisor and/or sponsoring chapter:

1. Make sure the Career Counselor has pamphlets and information about special education and related services. This information can be obtained from your Department of Education, the Clearinghouse on Professions in Special Education, and possibly the Social Services Department.

2. Borrow the Michigan CEC "Consider an Exceptional Career" video tape. This can be borrowed by sending a refundable $25 check to Sheila Ficker at CEC Headquarters. Your state department of special education my also have a recruitment video for education.

3. Publicize special education and your CEC Club as much as possible through the use of bulletin board, posters, brochures, newspaper coverage, newsletters from other related organizations, etc.

These suggestions will hopefully enhance the recruitment of students into your club, thus allowing them the volunteer experience. Be sure to let us know how many of your club members choose special education as a career.

CLUB OFFICER POSITIONS AND JOB DESCRIPTIONS

Club Advisor

1. Be a member of CEC. You may want to ask the school or local chapter to help with your membership dues.
2. Coordinate all activities regarding the club.
3. Recruit prospective members.
4. Develop proposed goals and a calendar of events.
5. Process teachers requests for aids and other areas of interest in special education.
6. Communicate with the school counselor or career counselor about activities pertinent to career awareness.
7. Communicate with the CEC sponsoring unit and inform them of activities in which they can participate or their assistance is needed.
8. Speak to groups such as the PTA, civic organizations, etc., to receive support.
9. Communicate with the Coordinator of Student Activities at CEC Headquarters.
10. Encourage and help nurture leadership skills among the members.

Officers

President:

1. Work with advisor in setting calendar of events, planning agendas for meetings, and in recruiting members.
2. Preside over all meetings.
3. Serve as the spokesperson for the club.
4. Share information from CEC Headquarters as it is received.
5. Assist in fundraising and planned activities.
6. Conduct election of new officers.
7. Submit complete annual report to CEC Headquarters.

Vice President:

1. Assist the president with fundraising and planned activities.
2. Preside over meetings in the absence of the president.
3. Recruit members and future leaders for officer positions.
4. Serve as chair of at least one activity or fundraiser.

Secretary:

1. Maintain records on all members, including names, phone numbers, and addresses.
2. Take minutes at all meetings and send out invitations and thank you notes. Send copies of any minutes to the CEC sponsoring unit and to the Coordinator of Student Activities at CEC Headquarters.
3. Assist president in completing annual report form for CEC Headquarters.
4. Prepare pertinent articles for the school newspaper or announcements of events for PA messages.

Treasurer:

1. Keep proper itemized accounts of receipts and expenditures.
2. Present financial report at each official club meeting.
3. Assist the advisor, president, and other officers in preparing an itemized budget for the year.
4. Assist with fundraising activities in collecting and depositing money.

Other Optional Offices:

Newsletter Editor:

1. Collect information and write articles for a newsletter.
2. Work with other students who wish to write articles.
3. Develop flyers or announcements for meetings, social events, fundraising activities, etc.

Class Representative:

1. Represent the voice of your high school class.
2. Serve as the public relations person for your class in sharing information.
3. Coordinate an activity among your classmates that promotes disability awareness.

Historian:

1. Keep records of all publicity, pictures, and minutes that are related to your club's programs.
2. Serve as the photographer, or ask someone else to take pictures.
3. Begin a scrapbook that can be passed down each year.

HIGH SCHOOL CLUB OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

1920 Association Drive
Reston, Virginia 22091

APPLICATION FORM

This is to apply for the acceptance of our organization; namely,

_____
(Present or proposed name of organization)

as an official High School Student Club of The Council for Exceptional Children, to cover a geographical area of _____
(School district of, city of, etc.)

and to be composed primarily of the following interest groups: _____

_____

Membership restrictions, if any: _____ _____

_____

Date present organization was established: _____ _____, 199 ____.

Date present organization officially voted to apply for acceptance as a Student Club for Exceptional Children: _____ _____, 199 ____.

Officers of the present organization are as follows:

PRESIDENT _____ VICE PRESIDENT _____

SECRETARY _____ TREASURER _____

Name and number of sponsoring CEC chapter: _____

Sponsoring CEC chapter member serving as CLUB ADVISOR:

Name _____

Number and Street _____

City, State/Province _____

ZIP/Postal Code _____

Telephone _____

(over)

Copies of our officially adopted constitution and bylaws have been submitted, approved, and are on file with CEC Headquarters and the _____

Chapter # _____ of CEC.

Signed: _____ _____ _____
(Club President) (Club Advisor) (CEC Chapter President)

All club members understand that as high school club members of The Council for Exceptional Children they shall be able to attend all CEC functions and send non-voting representatives to the state/provincial and international conventions. They also understand that they shall not have voting power in CEC, but shall be able to express their own opinions at CEC functions.

Signed: _____ _____
(Club President) (Club Secretary)

Date: _____ _____ , 199 ____ Date: _____ _____ , 199 ____

Signed: _____ _____
(Club Advisor) (Sponsoring CEC Chapter President)

Date: _____ _____ , 199 ____ Date: _____ _____ , 199 ____

****

FOR USE BY CEC HEADQUARTERS

Record of the club's affiliation:

1. Date became an active club: _____
2. Membership year for club: _____
3. Total club membership: _____
4. Club number assigned: _____

Comments concerning record:

THE COUNCIL FOR EXCEPTIONAL CHILDREN

HIGH SCHOOL CLUB NAME _____

TERM OF OFFICE _____

Please complete the following, using the best mailing address.

PRESIDENT

Name _____

Address _____

_____

_____

SECRETARY

Name _____

Address _____

_____

_____

VICE PRESIDENT

Name _____

Address _____

_____

_____

OTHER

Name _____

Address _____

_____

_____

TREASURER

Name _____

Address _____

_____

_____

ADVISOR

Name _____

Address _____

_____

_____

Please return to: Sheila Ficker
CEC
1920 Association Drive
Reston, VA 22091-1589

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, Virginia 22091

COPIES: 1 - CEC; 1 - Sponsoring Chapter; 1 - File

STUDENT CLUB FOR EXCEPTIONAL CHILDREN
ROSTER OF MEMBERS

The following named individuals (minimum of 10) are to be enrolled as members of _____ for the membership year
(Club Name)
_____ _____, 19_____ through _____ _____,
19_____. Attached is $1.00 dues for each member.

	Name	Number and Street	City, State/Province, Zip/Postal
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			

Attach additional roster if necessary.

TOTAL MEMBERS: _____

TOTAL DUES SUBMITTED: _____

Signed:

_____ (Club President)

_____ (Club Advisor)

_____ (CEC Chapter President)

A Guide to Filling in the Sample Constitution and Bylaws

High School Club

Article I -- Name of Club--should reflect name of the high school, county or something special about your club
Name

Article IV -- Name of the Club
Organization -- Unit number of the sponsoring CEC chapter

Article VI -- Unit number of the sponsoring CEC chapter
Officers

Article VII -- Name of Club
Appointive -- Unit number of the sponsoring CEC chapter
Bodies

Article X -- Unit number of the sponsoring chapter

Article XI -- Name of club

CONSTITUTION AND BYLAWS OF THE _____ STUDENT CLUB OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

ARTICLE I
Name

The name of this organization shall be the _____ High School Club of The Council for Exceptional Children, hereinafter referred to as _____.

ARTICLE II
Purpose

Section 1. Purpose

The purpose of the club shall be to promote future leaders in the education of exceptional children and youth. It shall further be the purpose of this organization to promote programs designed to inform students of special education and to encourage them to give service to exceptional children and youth with the possible result of becoming a part of the profession of special education in the future.

ARTICLE III
Membership

Section 1. Composition of Membership

Membership shall consist of students interested in enhancing their knowledge about special education and serving individuals with exceptionalities.

Section 2. Definition of Student

A student shall be a person who is in attendance at an accredited high school during the academic year, including the summer of their graduation year.

Section 3. Membership Year

The membership year shall be any 12 month period from the day on which an individual is officially enrolled as a member of the high school club. High school club members must belong to an organized CEC club. Individual high school club members are not accepted by CEC.

Section 4. Rights

High School Club members shall have the right to vote, to hold club office, to petition, and to benefit from such other privileges as may from time to time be authorized. The club president receives the publication TEACHING Exceptional Children, and STEPS.

ARTICLE IV
Organization

Section 1. Relation to CEC

_____ is under the sponsorship of CEC Chapter #_____, and its members are high school club members of CEC.

Section 2. Representatives

High school club members shall be able to attend all CEC functions and send non-voting representatives to the state/provincial and international conferences.

Section 3. Advisor and Alternate Advisor

CEC Chapter #_____ shall designate an advisor and an alternate advisor from its membership.

Section 4. Fiscal Year and Administrative Term of Office

The fiscal year and administrative term of office shall be July 1 through June 30.

ARTICLE V
Executive Committee

Section 1. Compositions

A. The Executive Committee shall consist of the officers of this organization, namely, President, Vice President, Secretary, and Treasurer, all of whom shall be elected annually.

B. The advisor shall serve as a member of the executive committee in an advisory, non-voting capacity.

C. A majority of all board members holding office, shall constitute a quorum.

Section 2. Powers and Duties of the Executive Committee

A. To implement the administrative policy within the budget limitations;

B. To give direction in solving club problems;

C. To act upon all official petitions and recommendations received;

D. To establish such standing and ad hoc committees as are needed;

E. To hold elections for club officers and appoint a nominating committee;

F. To assume such other responsibilities as have been or shall be assigned through the Constitution and Bylaws.

ARTICLE VI
Officers

Section 1. Duties of Officers

A. The powers and duties of the President shall be:

1. To serve as the chief elected official;
2. To give leadership to planning and programs;
3. To recommend the types of committees and other appointive bodies needed;
4. To serve as a member of the Executive Committee and preside at its meetings, and to serve as ex-officio member of all other committees, with the exception of the Nominating Committee.
5. To maintain close contact with sponsoring CEC Chapter #_____.
6. To submit an annual report to sponsoring CEC Chapter #_____ and to CEC Headquarters.

B. The powers and duties of the Vice-President shall be:

1. To serve as chairman of the Program Committee;
2. To serve in the President's place and with President's authority in case of that officer's absence or disability;
3. To serve as a member of the Executive Committee.

C. The powers and duties of the Secretary shall be:

1. To serve as a member of the Executive Committee;
2. To keep records of all meetings of the organization;
3. To send thank you letters, invitations, etc. and keep records of all correspondence;
4. To carry on such correspondence as necessary.

D. The powers and Duties of the Treasurer shall be:

1. To serve as a member of the Executive Committee;
2. To keep proper itemized accounts of receipts and expenditures;
3. To present a financial report at each official club meeting;
4. To be responsible for preparing a budget with the officers and advisor for presentation to club membership when necessary;
5. To collect and deposit local dues and other monies for local use under the direction and supervision of the advisor.

Section 2. Election Process

The officers of the chapter shall be elected by the membership from those members in good standing who are nominated by the nominating committee. A nomination may also be made from the floor.

Section 3. Method of Balloting

A. Each member shall be allowed one vote in any election.

B. The membership shall vote by secret ballot for each post for which there is more than one nominee.

C. If for any reason a majority of votes cannot be obtained, that position will be left vacant and filled by appointment of the Executive Committee.

Section 4. Term of Office

Each term of office shall be one year, unless stated otherwise, and shall coincide with the fiscal year, July 1 through June 30.

ARTICLE VII
Appointive Bodies

_____ is authorized under the sponsorship of CEC chapter # _____ to establish and finance the operation of committees and such other types of appointive bodies as may be needed.

ARTICLE VIII
Meetings

Section 1. Frequency

Meetings shall be held as often as necessary, but not less than four times per year.

Section 2. Advisor

The club advisor or alternate must be present at all official meetings.

ARTICLE IX
Publications

Section 1. Newsletter

A newsletter may be published to distribute to its student membership.

Section 2. Special Service Publications

The high school club is authorized to publish through the sponsoring CEC chapter such information materials, special reports and service publications as deemed essential.

ARTICLE X
Dissolution

In the event of dissolution of this club, the executive committee shall, after payment of all liabilities, dispose their assets by:

1. Forwarding them to the headquarters of the Council for Exceptional Children with a request that they be retained in a non-interest bearing account and made available to the club should it be reorganized, or

2. Contribute to the sponsoring CEC Chapter #_____ of the Council for Exceptional Children for its use in advancing the education of exceptional children, or

3. Contribute them to another local non-profit organization whose purpose is to serve the needs of exceptional children.

ARTICLE XI
Amendments

Section 1. Effective Date of the Constitution and Bylaws

This constitution shall become effective immediately upon adoption by a two-thirds majority vote of the membership and the approval of the sponsoring CEC Chapter.

Section 2. Petition for an Amendment

A. Any proposed amendment to this Constitution or its Bylaws shall be initiated by petition to the President, signed by five club members in good standing and approved by sponsoring CEC Chapter.

B. The President shall cause such petition to be published, distributed, and presented to the membership within 30 days after its publication.

Section 3. Adoption of a Constitutional or Bylaw Amendment

The Constitution may be amended at any legally constituted meeting of the _____ by a two-thirds majority of membership.

A. Provided that the amendment shall have been published and distributed at least 30 days in advance of said assembly.

B. Provided the said proposal is reviewed by the membership in attendance.

ARTICLE V
Appointment of Committee Chairman

Chairmen of all committees shall be appointed by the President with the approval of the Executive Committee, except the Program Chairman, who shall be the Vice President.

ARTICLE VI
Parliamentary Rules

Robert's Rules of Order, Revised, shall govern all official proceedings, except those cases where they are in conflict with these Bylaws and/or the Constitution.

AVAILABLE RESOURCES

There may be civic organizations, public library resources, local university programs, and educational or other volunteer programs that you can tap into within your community. Be sure to access these local resources as well as the following:

- **"Consider An Exceptional Career"** - This 15 minute video tape, produced by the Michigan Federation of CEC, focuses on junior and middle school students and provides them with information about career opportunities in special education. Send a $25 check to CEC Headquarters, attention to Sheila Ficker, to rent this video for a month. The $25 check will be returned to you upon return of the tape.

- **Conducting an Exceptional Children's Week in Your Community** - This handbook lists ideas for simulation activities, publicity, and public outreach, as well as a number of education films for disability awareness. Contact CEC Headquarters for your free copy.

- **Clearinghouse on Professions in Special Education** - This clearinghouse is jointly run by CEC and NASDSE (National Association of State Directors of Special Education). They offer resource sheets on various aspects of special education, along with resources in financial assistance, university training programs, and volunteer experiences. Write to: Professions Clearinghouse, CEC, 1920 Association Drive, Reston, VA 22091.

- **Project Support** - Project Support is a program sponsored by the Ohio Federation of CEC that involves high school students as volunteers in special education. Three different manuals have been developed to enhance the role of all involved. You may request the Sponsor Manual, Student Manual, and/or Organizational Manual by writing to: Sally Pisarchick, Cuyahoga Special Education Service Center, 14605 Granger Road, Maple Heights, OH 44137.

- **"Youth Service: A Guidebook for Developing and Operating Effective Programs"** - This book is available from INDEPENDENT SECTOR for $10. It covers recruitment ideas, liability, transportation, developing your own projects, and selling your rationale for a youth service program. Write to: 1828 L Street N.W., Washington, DC 20036.

- **The University of Kansas Beach Center on Families and Disabilities** - Publishes a newsletter three times a year regarding information for families, public policy, and recommended resources. There is no subscription charge. Write to: Beach Center, c/o Bureau of Child Research, 3111 Haworth Hall, The University of Kansas, Lawrence, KS 66045.

- **The Sibling Information Network** - This affiliated program by Connecticut University publishes a quarterly newsletter entitled, Kaleidoscope. The newsletter provides letters from siblings, book reviews, and organization updates. The cost is $5 for individuals and $15 for organizations. Write to : Lisa Pappanikou, CUAP, 991 Main Street, East Hartford, CT 06108.

- **Other CEC Club Advisors** - Utilize one another and find out what is working for other CEC clubs. A list of other club advisors is available upon request. Contact Sheila Ficker at CEC Headquarters.

Suggested Reading List

Books:

1. *Flowers for Algernon* by Daniel Keyes

Charlie Gordon, aged 32, has mental retardation and enrolls in a class to become smart. He keeps a journal of his progress after an experimental operation that increases his IQ. Although brilliant, Charlie is unhappy because he cannot shed his former personality and is tormented by his memories.

2. *Hunchback of Notre Dame* by Victor Marie Hugo

The elements of medieval life are set in motion in a fantastic and grandiose drama of which the persons are romantic sublimations of human virtues and passions.

3. *Lord of the Flies* by William Golding

The oldest of the English schoolboys was twelve and the youngest six. Finding themselves plane-wrecked on an uninhabited tropical island (during a period of atomic warfare), without grownups, they learn to manage for themselves. Tension builds steadily to the climax in which the scapegoat is hunted over the island.

4. *Madame Bovary* by Gustave Flaubart

A faithful and infinitely painstaking interpretation of actual life. It is a plain history of the slow but inevitable moral degeneration of a weak woman.

5. *Down All the Days* by Christy Brown (Movie: *My Left Foot*)

This semi-autobiographical novel by a writer with cerebral palsy is an account of life in a large working-class family in Dublin, Ireland. The whole story is seen from the point of view of the one with the developmental disability, who is dragged about in a boxcart in order to be part of the events he describes.

6. *Nicolas Nickelby* by Charles Dickens

Follows the adventures of Nicolas Nickelby after his father dies bankrupt, and the family goes to London to seek aid from Nicolas' uncle, a money lender.

7. *Of Human Bondage* by Summerset Maughm

Portrayal of the life of a youth disabled by deformity, whose early life was a process of self-torture that only plunges deeper into gloom as it progresses.

8. *Of Mice and Men* by John Steinbeck

The plot concerns George and his friend Lennie who has mental retardation. Both are casual laborers who travel from one ranch to another, dreaming constantly of a place of their own.

9. *The Secret Agent* by Joseph Conrad

This novel is a profound statement of modern dehumanization and alienation. Set in Soho, and concerned with anarchists, mysterious foreign embassies, and terrorists bombings, the author surveys the characters through a veil of irony which enhances the total effect of the novel.

10. *The Sound and the Fury* by William Faulkner

A southern family of gentle blood is shown in decay. The story is told through the eyes of the three sons; each with a unique personality, one of whom has mental retardation.

Plays:

1. *The Boys Next Door* by Tom Griffin

A touching comedy centering on the daily lives of four men with mental disabilities who live together in the community and the compassionate young man who monitors them.

2. *Butterflies Are Free* by Leonard Gershe

A comedy about a young man with a visual impairment who leaves home to live in Greenwich Village in defiance of his interfering mother and falls in love with the girl in the adjoining apartment.

3. *Children of a Lesser God* by Mark Medoff

Problems arise when a speech teacher at a state school for the deaf falls in love and marries a woman deaf from birth whose only form of communication is sign language.

4. *The Elephant Man* by Bernard Pomerance

A drama about John Merrick, deformed from birth and regarded as a freak until Dr. Teeves' interest in his case makes him a favorite of the aristocracy.

5. *The Miracle Worker* by William Gibson

Documents the earliest efforts of Annie Sullivan to teach a child, Helen Keller, who is rebellious, blind and deaf.

6. *'Night Mother* by Marsha Norman

A drama exploring final hour in the life of a young woman who was diagnosed with epilepsy as a child and has decided to end her luckless life.

7. *The Glass Menagerie* by Tennessee Williams

A frustrated former southern belle persuades her rebellious son to provide "gentlemen callers" for her daughter with a physical disability.

What Do You Do When You Meet a Person With a Disability?

- A person with a disability is like anyone else, except for the specific limitations of the disability.
- Be yourself.
- Talk about the same things as you would with anyone else.
- Offer help only when requested. Not everyone who has a developmental disability will need, accept, or want assistance.
- Let the person with the disability set the pace in walking and talking.
- Don't be afraid to laugh with a person with a disability.
- Don't stop and stare when you see a person with a disability whom you don't know. He/she deserves the same courtesy and respect as any person.
- Don't be overly protective or helpful. People with disabilities can do more for themselves than most people tend to permit them to do. Let people with disabilities set their own boundaries on what they are capable of doing.
- People with disabilities want to be treated as equals. They want a chance to prove themselves. Don't offer pity or charity.
- Don't separate a person who has a disability from his/her wheelchair or crutches unless he/she asks.

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Communicating With a Person With A Disability

- Phrase questions and statements carefully and clearly so that your meaning is clear.
- Avoid using terms and words that are complex, technical or beyond the individual's knowledge or experience base.
- Think carefully about the words that you choose, your tone of voice, and your mannerisms so that they reflect respect for the person with a developmental disability.
- Avoid being condescending or patronizing.
- Establish eye contact with the person with whom you are communicating.
- Be diligent. It may be necessary to say things several times, in several different ways before you are fully understood.
- If a person fails to reply to questions, is unintelligible, or attempts to demonstrate his/her responses without success, other non-verbal communication techniques may need to be used.
- When you think someone may have a developmental disability, think of ways you can help in the communication process -- specific to the person's disability:

  If someone has a visual impairment, give him/her specific directions, speak in a normal tone of voice, and address the person by speaking directly to him/her.

  If someone has a hearing impairment, make sure the person is looking directly at you while you speak. Speak clearly, simply, and slowly. Do not cover or shade your face. Use gestures when appropriate, or offer a pencil or pad.

  If a person has mental retardation, speak in short, simple, concrete, and clear statements.

  If someone has a speech impairment, be patient while the person is getting his/her message out. Do not talk for him/her or attempt to guess the next word. Offer a pencil and pad.

- Whatever the person's disability, speak directly to him/her rather than with his/her companion.